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Developing Intercultural Competence Through the Use of Translation in Secondary Education

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Trabajo de Fin de Máster

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ABSTRACT

Learning a second or a foreign language is essential in today's world. There are several methods and strategies to learn and teach a foreign language. The goal of this innovation project is to design a learning proposal developing intercultural communicative competence through the use of translation as a pedagogical tool adapted to 3rd Compulsory Secondary Education (ESO) students who study English as a second language (L2). The aim is to introduce translation in Secondary Education and to enable them to fully develop their intercultural communicative competence. The project carried out consists of a lesson plan entitled "Translation week" with four sessions intended to be implemented at the end of the school year, as complementary activities.

Keywords: learning, teaching, English as foreign language, intercultural competence, translation, lesson plan

RESUMEN

Hoy en día, en el mundo en que vivimos, la enseñanza y aprendizaje de lenguas extranjeras es muy importante. Para llevar a cabo el proceso de enseñanza y aprendizaje de lenguas extranjeras existen muchas metodologías y estrategias. Este proyecto de innovación tiene como objetivo desarrollar la competencia intercultural a través de la traducción como herramienta pedagógica con estudiantes de 3º de Educación Secundaria Obligatoria (ESO) que estudian la lengua inglesa como segunda lengua (L2). El propósito es introducir a los alumnos en la traducción y permitirles, además, el desarrollo de la competencia comunicativa intercultural. El proyecto, titulado "Translation week", consiste en una unidad didáctica de cuatro sesiones que se pondrá en práctica en la última semana del curso e incluirá actividades de complementarias de ampliación.

Palabras clave: aprendizaje, enseñanza, inglés como lengua extranjera, competencia intercultural, traducción, propuesta didáctica

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1. INTRODUCTION

Nowadays, we live in a world that is constantly changing, so this also happens with the student population and therefore, we must learn to adapt our teaching strategies to these changes. Therefore, we need an education model that fosters respect, tolerance for different cultures. Language subjects are key to achieve this goal, especially in this specific case, English as a foreign language (EFL), as it is a flexible and cross-curricular subject. One of the main objectives that education should have is for teachers to be able to teach in an intercultural, respectful and tolerant environment.

In the foreign language teaching field, interculturality is embodied through the cultural approach or cultural content that seeks to awaken interest in understanding others and their culture.

Cultural and intercultural competence topics have been studied and dealt with in foreign languages teaching, in intercultural communication and in cultural studies. There have been many contributions on cultural and intercultural competence and intercultural communicative competence, especially in the teaching of foreign languages Byram (1997), Areizaga (2001), Byram, Nicols and Stevens (2001), Byram et al. (2002), CEFR (2001) and Godley (2012). Despite translation is a tool to connect languages and cultures, the benefits of translation in FL teaching and, therefore for the development of intercultural communicative competence, have not been used or recognized by teachers lately.

Taking into account the lack of studies in this regard, we have developed a practical proposal that enhances intercultural communicative competence by taking advantage of translation and in order to strengthen the teaching-learning processes, including motivating activities. The activities, in addition to foster intercultural communicative competence, will bring benefits in the learning of English and will begin to develop their translating and interpreting skills.

The innovation project is divided into two main sections: theoretical framework and practical.

In the theoretical framework, it will be explained the concept of intercultural competence, how to develop it through education, the correlations among culture, intercultural competence and translation, the role of translation in the English

class and the benefits of teachers' use of translation for the development of intercultural competence and its framing in the Spanish syllabus.

In the practical framework, an innovative practical proposal will be explained to in detail as well as its implementation with 3rd Compulsory Secondary Education (ESO) students.

2. OBJECTIVES

In order to develop this MA dissertation, it is necessary to establish some objectives. The main objective of this work is to elaborate a didactic proposal adapted for Secondary Education students, which at the same time aims:

- To develop intercultural skills through translation in secondary Education.

This innovative proposal is intended to be used in the English language classroom to try to implement these activities and help students in other subjects and in their future professional careers.

In order to achieve the main objective, other secondary objectives must be attained:

1. To know how translation is used in Secondary Education English lessons. This way of teaching is undoubtedly the main basis of our didactic proposal: to use translation as a tool to connect languages and cultures in the English language classroom.
2. To analyze students' needs in terms of the development of intercultural competence and translation.
3. To know the importance of integrating translation in order to develop intercultural competence in the English classrooms and to indicate which are the most appropriate activities and materials for 3rd ESO students.
4. To foster individual, team and autonomous work. In this way the activities will be more dynamic and attractive for the students.
5. To analyze the activities of the proposal and justify them within the needs of the students and the curriculum.
6. To draw conclusions from the innovation project and propose future research on the subject of the work.

3. THEORETICAL FRAMEWORK.3.1 Intercultural Competence- conceptual framework

3.1 Intercultural Competence- conceptual framework

Today we live in a globalized society in which diverse cultures coexist. The influence and interactions between cultures makes them change, but this is not the only reason. Cultures change due to politics, history or economy developments and also on account of the values, practices or rules carried out by each society at that moment. Cultures in order to prosper need to know how to coexist and interact with each other. Thus, citizens should develop their intercultural competence.

There are diverse definitions and models of intercultural competence (Bloom, 1956, Gudykunst and Kim 1984; Gudykunst 1993, Lambert 1994, Byram 1997; Kramsch 2001, Deardorff 2006, 2009). In addition, intercultural competence as a concept has been developed in many areas, such as: business, human resources, health, engineering or social work (Deardorff, 2009).

The most influential model is focused on communicative skills (Byram 1997). According to Byram (1997), intercultural competence consists of three components (knowledge, skills and attitudes) and is supplemented by another five values that make an individual interculturally competent (Byram et al. 2002, pp. 11-13). These five values are as follows: attitudes (*savoir-être*), skills of interpreting and relating (*savoir comprendre*), skills of discovery and interaction (*savoir apprendre*), critical cultural awareness (*savoir s'engager*) and knowledge (*savoirs*).

Attitudes (*savoir-être*) are curiosity and openness, readiness to suspend disbelief. Skills of interpreting and relating (*savoir comprendre*) are referring to the ability to interpret a document or event from another culture, to explain it and relate it to others, whereas the skills of discovery and interaction (*savoir apprendre*) are the abilities to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction.

Critical cultural awareness (*savoir s'engager*) political education is an ability to evaluate critically and on the basis of explicit perspectives, countries and finally,

knowledge (*savoirs*) of social groups and their practices in processes of societal and individual interaction.

The influence of Byram's (1997) conceptualisation is undeniable as its components have been incorporated into the Common European Framework of Reference for Languages. Furthermore, CEFR (2001) suggests seven sociocultural categories to concretize knowledge about a society or culture: everyday living; living conditions; interpersonal relations; beliefs, values and attitudes; body language; and ritual behaviour⁶ (CoE, 2001, p. 121).

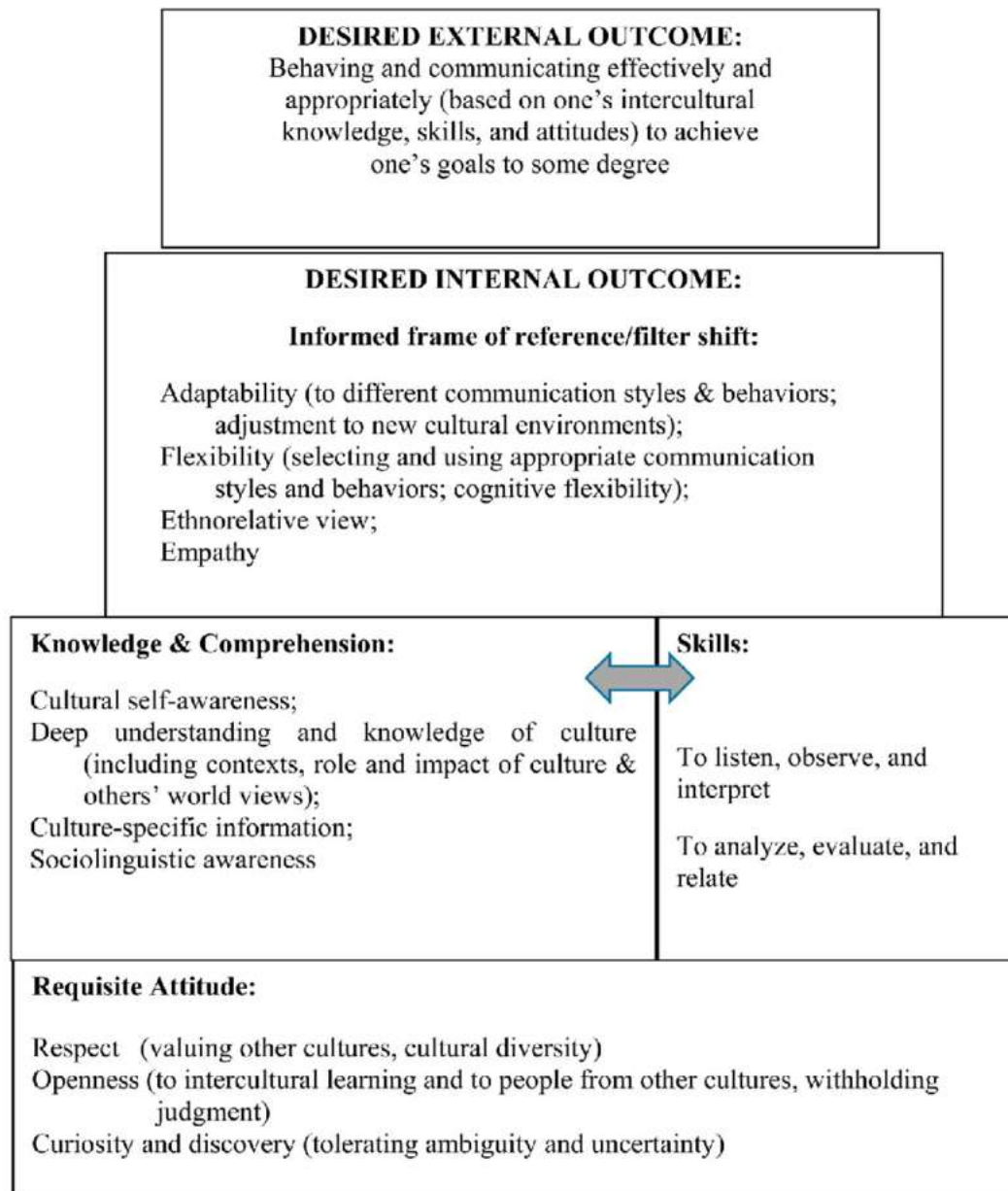
Knowledge, as described by both Byram (1997) and CEFR (2001), constitutes one of the cornerstones of intercultural communication.

Additionally, Deardorff (2009) has outlined the influential model of intercultural competence based on a review of 'Western' models of that competence. Deardorff proposed the Pyramid Model of Intercultural Competence (2006, 2009) (see figure 1) the Pyramid is substantiated on skills, knowledge and attitudes and shares many components. Requisite attitudes consist of respect (valuing other cultures, cultural diversity); openness (to intercultural learning and to people from other cultures, withholding judgment) and curiosity and discovery (tolerating ambiguity and uncertainty). Knowledge contains cultural self-awareness, a deep understanding and knowledge of culture, and culture-specific information, (sociolinguistic awareness). Skills are based on listening, observing, interpreting, analyzing, evaluating and relating.

Apart from attitudes, knowledge and skills, Deardorff divides the desired outcomes between external and internal. On the one hand, the desired external outcome consists of behaving and communicating effectively and appropriately (based on one's intercultural knowledge, skills, and attitudes) to achieve one's goals to some degree. On the other hand, the desired external outcome concerns adaptability (to different communication styles & behaviors; adjustment to new cultural environments), flexibility (selecting and using appropriate communication styles and behaviors; cognitive flexibility), ethnorelative view and empathy.

The sum of attitudes, knowledge, and skills, just as the internal outcomes, are shown through the perceptible behavior and communication of the individual within an intercultural situation.

This model of intercultural competence is a repetitive process identified by a group of experts. The attitudes go from an individual level to an interaction level (see figure 2):



- Move from personal level (attitude) to interpersonal/interactive level (outcomes)
- Degree of intercultural competence depends on acquired degree of underlying elements

Figure 1. Pyramid model of intercultural competence (Deardorff 2006, 254).

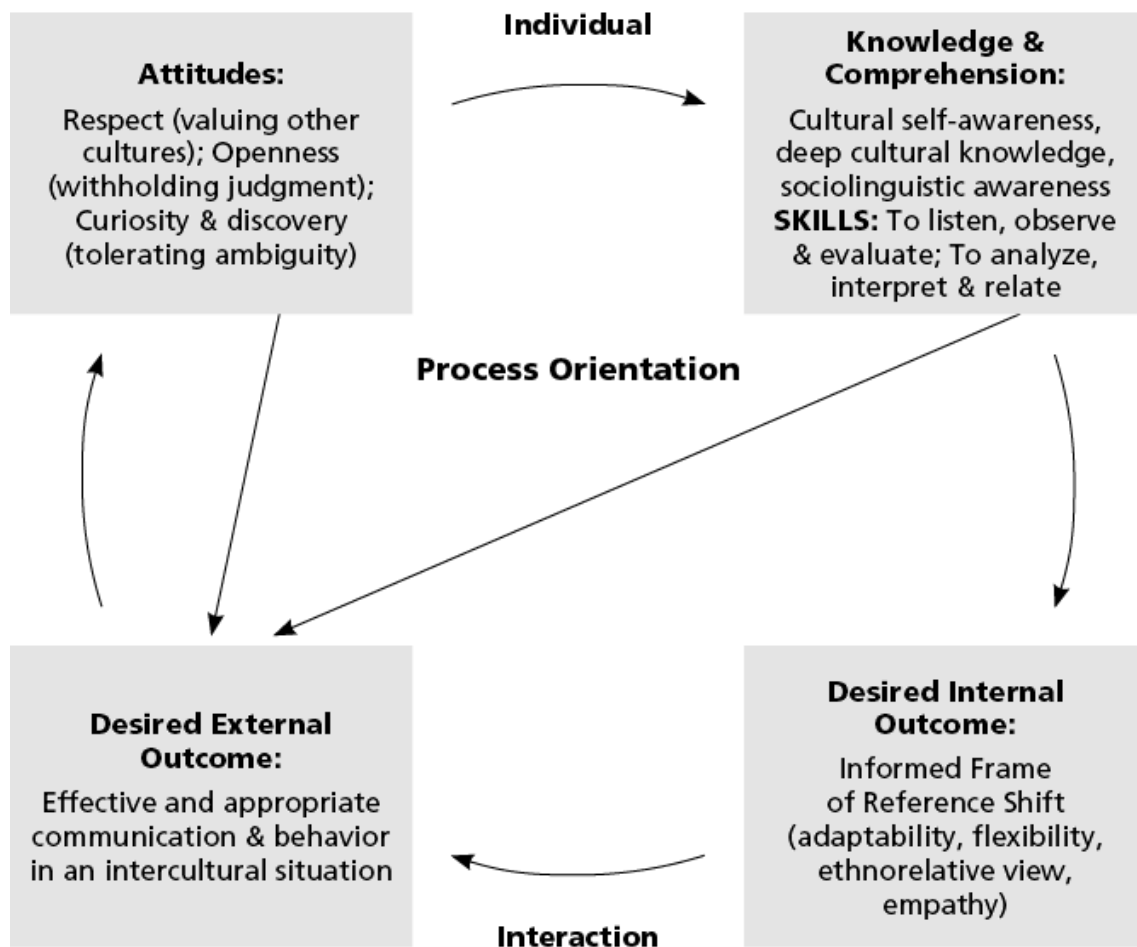


Figure 2. Process Model of Intercultural Competence

Deardorff finally developed two static and dynamic models of intercultural competence illustrating the complex and cyclic nature of its acquisition. However, she also noticed that among educators Byram's definition is regarded as highly suitable for pedagogical purposes.

In Byram's model (2009) (see figure 3), Intercultural Communicative Competence is composed of two closely related areas including communicative competence, and intercultural competence. The communicative competence consists of linguistic competence, sociolinguistic competence, and discourse competence. Intercultural competence consists of three components (knowledge, skills and attitudes) and is supplemented by five values: (1) intercultural attitudes, (2) knowledge, (3) skills of interpreting and relating, (4) skills of discovery and interaction, (5) critical cultural awareness (Byram et al. 2002, pp. 11-13). These five main intercultural competences are interrelated. Byram assures that "the basis of intercultural competence is in the attitudes of the person interacting with

people of another culture.” Without this basic competence, the other four cannot truly develop.

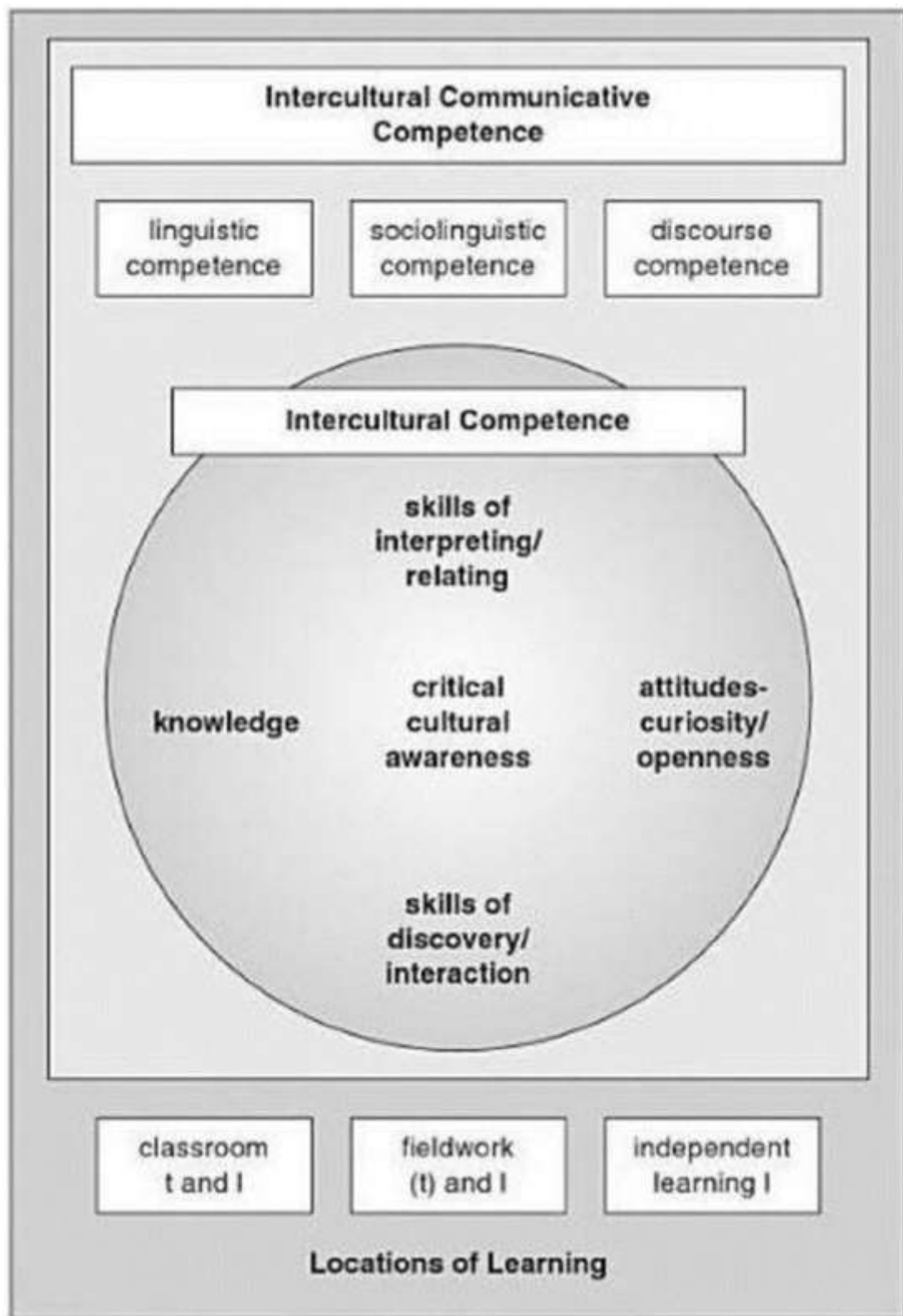


Figure 3. Byram's model of Intercultural Communicative Competence 2009

In the European Union, the Council of Europe has published several papers on intercultural competence, intercultural education and intercultural learning.

According to Barrett (2014), the Council of Europe has defined the intercultural competence as “a combination of attitudes, knowledge, understanding and skills applied through action” which allows anyone, either individually or together with others, to comprehend, respect, interact and communicate respectfully and appropriately with people with different cultural affiliations, develop constructive relationships with them, as well as, understand oneself intercultural affiliations through finding cultural divergences.

Finally, according to Deardoff the level of intercultural competence depends on the attitudes, knowledge, and skills as well the desired outcome both internal and external.

Once we have studied intercultural competence, below we will address how to develop this competence through education.

3.2. How to develop intercultural competence through education

In the education field, the intercultural education concept is based on the guiding lines of many international organisations such as the United Nations (UN) and the Council of Europe considering that they have carried out a perception of societal development based on human rights, democracy and the rule of law (Council of Europe) which serves as an orientation for intercultural education.

UNESCO defines culture as “the set of distinctive spiritual, material, intellectual and emotional features of a society or social group... [encompassing] in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.” (UNESCO 2001, quoted in: UNESCO, 2007:12)

The UNESCO documents (2007:32f) establish three general principles for intercultural education. According to UNESCO, intercultural education respects the cultural identities of learners through the provision of quality education, provides learners with cultural knowledge skills and attitudes to reach an active role in society, in addition to make them contribute, respect, understand and show solidarity among individuals, nations and religious, social, ethnic and cultural groups.

UNESCO states that schools are one of the principal institutions in our society, these institutions have the task of “developing the potential of the learners through transmission of knowledge and the creation of competencies, attitudes and values that empower them for life in society” (UNESCO 2007:12).

According to the European ministers of education recommendations (Council of Europe 2003:56f), there are some significant aspects which are essential when teachers want to develop the intercultural education in students: teachers and non-educative staff in school centres should be provided with diversity and social sensitivity programmes, trained to try to build a learning community and solve conflicts, be instructed in diversity, cultural responsiveness and they have to foster intercultural sensitivity, in both pre-service and in-service training, as well as, communication skills, cultural awareness, democratic principles.

In the same vein, Bennett (2009) conducted a study on Intercultural Education claiming that intercultural learning can suffer an exchange of both short and a long-term effect. In the immediate term, learners can acquire intercultural sensitivity and intercultural competence in the exchange culture. A long-term effect is to transfer to other cultural contexts the sensitivity and potential competences acquired.

Bennett considers the Moving Beyond Mobility conference, organized the European Federation for Intercultural Learning as an example of good practice in intercultural education. This conference was organized by an association of secondary international educational exchange organizations.

Moving Beyond Mobility defines intercultural learning as: “Acquiring increased awareness of subjective cultural context (world view), including one’s own, and developing greater ability to interact sensitively and competently across cultural contexts as both an immediate and long-term effect of exchange.” In addition, to develop intercultural learning, intervention through the curriculum and facilitating intercultural experience is required.

Intercultural competence can be evolved in several ways through different kinds of education. There are three types of education and for the purposes of according to the Council of Europe (2010): informal education, non-formal education, outside the formal education setting; and formal education, set up education planned along the curriculum and shared by every teacher.

Intercultural education refers to a pedagogy – aims, content, learning processes, teaching methods, syllabus and materials, and assessment – one purpose of which is to develop intercultural competence in learners of all ages in all types of education as a foundation for dialogue and living together.

Intercultural competence is already able to be approached as global competence and demands change in aims, content, learning processes, teaching methods, syllabus and materials, and assessment understanding the classroom as an area for interrelationship and exchange.

Therefore, the incorporation of intercultural objectives in the curriculum is not exclusive to language teaching, but concerns a great variety of subjects and as Sercu (2005) points out, training in foreign languages is, by definition, intercultural.

Once we have explored different ways to approach intercultural competence, the following section will be focused on the application of this competence to English as a foreign language teaching.

3.3- Intercultural competence in the teaching of the English language

According to Areizaga (2001:162), nowadays there is an agreement about the role played by foreign languages. Foreign languages are given formative nature objectives in the education field, they go beyond the acquisition of the linguistic competence and their main aim is to instruct citizens who could live in a multicultural and multilingual society. Therefore, the concept of intercultural communicative competence tries to solve the need to implement a model which integrates both language and culture in language teaching. In order to address intercultural communicative competence concept, it will be based, on the one hand, on the Common European Framework of Reference for Languages: Learning, Teaching and Assessment (CEFR, 2001) (Instituto Cervantes, 2002). This document focuses on a new approach of the communicative act; and, on the other hand, on the approach initiated and developed in the European context by Byram (1997) and his numerous collaborators in respect of the intercultural competence.

Another argument regarding the complexity of intercultural competence in language teaching was introduced by Godley (2012) who points out that for students it is sometimes difficult to identify themselves with a specific culture, especially when they coexist in a multilingual or multicultural school centre. Although teachers have increased their awareness of intercultural competence due to the large number of studies and research projects developed, not all learners have a good command of the same communication patterns. She claims

that educative staff will need to take more effort and time to dominate the communication patterns mastered by learners and to carry out new methods and strategies to implement intercultural communication to every student in order to grow both linguistically and culturally diverse at the same time that school centres.

As Byram, Nicols and Stevens (2001) assure the objective of teaching is to make students aware and conscious of the world they live in but not trying to change their values. Teachers should teach their own perspective of other cultures. Nevertheless, according to Byram, Nicols and Stevens (2001), there are some essential values which language educators should foster such as equality, dignity of human rights and democratic principles. They should develop them through the implementation of skills, attitudes and awareness just as knowledge of diverse cultures.

Teachers are supposed to go ahead and develop their teaching in the intercultural and multicultural direction, and leave behind the old traditional culture teaching method.

A study performed by East (2012) raises the question: Could task-based language teaching (TBLT) address satisfactorily the intercultural competence? He made the practice study in a real school centre in New Zealand. The work of teachers in the classroom, should have a more strongly developed perception of Intercultural Communicative Competence and its location within the tasks,

From this research, we can draw as a conclusion that: “it is possible to address the intercultural via TBLT, although this will require developing teachers thinking to help them to understand that communicative language proficiency includes an intercultural dimension” (East:2012).

After dealing with intercultural competence in teaching English as a foreign language, we will now focus on this competence in translation.

3.4- Cultural and Intercultural Competence in Translation

According to Neubert (2000), Kelly (2002), Katan (2004) or Hatam and Munday (2004), one of the main concepts that translation has intrinsic is intercultural competence. Neubert (2000) addresses the translation activity as a linguistic-cultural work.

In the case of Kelly's translation competence model (2002), cultural competence is set out twice. On the one hand, cultural competence is one of the sub-competences of this model and has as main aims to make known the main institutions of the cultures of languages A, B and C, in their historical and social context; to make known the shared values, myths, perceptions and beliefs that condition the behaviours of the different cultures of languages A, B and C; and to make understand the existing relations between the cultures and their texts.

On the other hand, cultural competence is again present within the communicative and textual sub-competence in at least two languages and cultures:

To make known the characteristics and conventions of the main textual genres and subgenres present in the professional translation and interpreting market in the various cultures in which A, B and C languages are spoken. (Kelly, 2002, p. 17). Katan shares this view as translators and interpreters need to know the customs, habits and traditions of the two cultures they are mediating for. Thus, translators require background information about the cultures they are dealing with, especially social and political history as well as geography. These make up the essence of a culture's cognitive environment. Apart from that, they should be aware of the popular culture (the culture's heroes, TV, films, personalities, etc.). (2004, pp. 11-13).

According to Hatim and Munday (2004) (see Figure 4), translation is an interdiscipline where several diverse disciplines intersect and influence each other. The cultural and ideological features of cultural and ideological features of translation have become as important as linguistics.

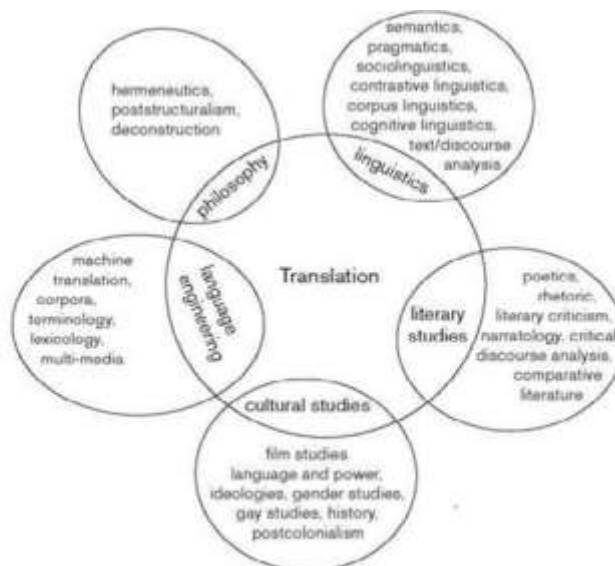


Figure 4. Disciplines interfacing with Translation, adapted from Hatim and Munday (2004:8) quoted on Müller-Hartman and Marita (2009)

Eventually, PACTE research group stands out among the different authors who do not cope with cultural and intercultural competence. Since they deal with bilingual skills, but only when it comes to delving into each of the sub-competences of the holistic model of PACTE they speak about bicultural knowledge: Extralinguistic competence, knowledge about the organization of the world in general and of particular fields: bicultural, encyclopedic, thematic and translation knowledge" (2002, p. 126).

Once the intercultural competence has been reviewed, we will deal with the role of translation in the EFL classroom.

3.5-The Role of Translation in the EFL Classroom

The Common European Framework of Reference for Languages (CEFR does mention translation as a communicative skill. (Pintado, (2012), p.343. Translation by author).

Pedagogical translation has to be regarded as an authentic task that can be implemented within the classroom. Pedagogical translation contributes to communication and has regained respectability in the process of teaching and learning foreign languages.

Leonardi (2010) shows how translation can improve foreign language teaching and learning and how the use of translation in foreign language lessons can

enhance reading, writing, speaking and listening skills. This study calls for a re-evaluation and a reestablishment of translation activities in foreign language sessions. She offers a 'pedagogical translation framework', which is a series of classroom activities associated with translation: pre-translation activities, translation activities and post-translation activities (2010: 88).

Pre-translation activities proposed are brainstorming; vocabulary preview; anticipation guides (question and answer test establishing learners' level of previous knowledge). Regarding translation activities, reading activities; speaking and listening; writing; literal translation; summary translation ('gisting'); parallel texts (the study of texts in L2 on the same topic as the text in L1); back-translation (a text is translated from L1 to L2, then back into L1, by a different person); grammar explanation; vocabulary builder and; cultural mediation and intercultural competence development are some of the exercises suggested. Eventually, post-translation activities can be written or oral translation commentary; written or oral summary of the L1 text; written composition on the topic of the L1 text (Leonardi 2010).

As a conclusion, Leonardi (2010) assures that almost any activity can be related to translation because translation it is not just 'literal translation' that becomes only one possibility among many.

Laviosa (2014), proposes also a translation pedagogy based on theory and implemented in real classrooms. This pedagogy expects to develop translation as an emerging section of educational research and a cognitive aid in foreign language acquisition, audiovisual translation and language pedagogy, interpreting exercises to enhance language learning and translation as a learning methodology.

Many linguists do not agree with the unique implementation of communicative approaches and they have tried to look for solutions. Translation may seem to be a helpful resource not only for teaching grammar, but also for including aspects related to the four skills of language learning as well cultural aspects.

Nevertheless, there are many arguments against the use of pedagogical translation. According to Pintado (2012, pp.342-343) (quoted in Castro 2015), some of the statements against the use of pedagogical translation claim that translation breaks the monolingualism aimed by foreign language teaching, is not a communicative task nor a natural method, nor motivating or engaging and

implies a return to the Grammar-Translation Method. Moreover, they assured that translation is a skill independent of those of reading, writing, listening and is not the objective of language learning.

On the other hand, these arguments are contradicted by other statements in favour of the inclusion of translation. Translation is a useful tool in the classroom and beneficial contrastive communicative task, is a resource which allow students to develop interlanguage awareness, associates form with meaning; uses authentic material and it allows students to practice sub-skills, involves a better comprehension of one's mother tongue and culture and; it is a further approach in language learning.

Finally, Castro (2015) explains translation has to be considered a further step in language learning, devoted to connecting two languages and two cultures in order to make students understand different perspectives of the world and to foster their ability to expand their knowledge about a new language.

Another detailed study carried out by a group of authors (Pym, Malmkjaer & Gutierrez-Colon Plana, 2013) deals with the role of translation in the teaching of languages in the European Union. They came to several conclusions concerning the correlation between translation and language learning. They conclude that translation is not a methodology but a communicative task able to improve L2 learning usually combined with many approaches. In addition, there is an increasing interest in researching and implementing the relation between translation and intercultural communicative competence.

Finally, Canga-Alonso & Rubio- Goitia (2016: 148) conclude that pedagogical translation could be another tool useful for students' learning process. Translation could be used as a task with many complementary activities rather than as a methodology. Their research indicates that translation can be an appealing, attractive task to students because they feel more comfortable using their mother tongue so that their confidence grows using the target language.

The studies and literature reviewed show that translation was part of a language learning methodology used in the nineteenth century (grammar-translation method) and now hardly ever it is used. Thus, we must implement it by combining it with a number of general teaching approaches.

In the light of the reviewed literature, we can conclude that translation as a foreign languages learning activity should not be detrimental to the EFL learning

process. In fact, avoiding its practice would only mean diminishing the possibilities of translation. Hence, the coming section deals with translation, cultural knowledge and intercultural competence, as well as their location in the Spanish syllabus.

3.6- Translation, Cultural Knowledge and Intercultural Competence

Regarding the role of translation on this scope, it must be stated that translation is a bridge which connects not only two languages, but also two cultures, and as it happens with any connection between different environments, some pitfalls may arise. Cook (2012, p.55) states that “translation is necessary to communication between languages, and loss is inevitable”. Even when a good translation is done, there is a loss between languages, either the word order, the inexistence of equivalents or the sound patterns.

Translation is a tool to connect both languages and cultures. It tries to convey meanings not only by means of words but also by means of knowledge about the language, since this knowledge is the only way to compensate the loss that always takes place between languages. Should there be any loss because of cultural concepts, the best solution to overcome this problem would be the explanation of these concepts in order to offer.

The study OLK (2009) suggests that translation can be a useful tool to uncover deficiencies in students’ intercultural competence. It can also be used to raise awareness of issues in intercultural communication and in this way enhance their competence. In the article some translation problems related to cultural knowledge have been discussed, which illustrate that intercultural competence can depend just as much on knowledge about one’s native culture and how it is linguistically represented in the foreign language as it does on an understanding of the foreign culture. Therefore, language teachers need to anticipate that learners may not be sufficiently familiar with cultural items belonging to their own wider cultural context to deal with them appropriately in tasks requiring mediation.

In the same vein, Vermes (2010) shows the objections to the use of translation in foreign language teaching are all based on a limited view of translation. However, translation is not only structure manipulation; it is primarily a form of communication, and as such, it necessarily involves interaction and cooperation

between people, which makes it a potentially very useful device in foreign language teaching.

Along with the conception of translation as a means or learning tool, in recent years the notion of translation as a skill has been gaining ground, that is, as one more language skill or activity that adds to the four traditional skills that every language learner must develop (Leonardi 2010; Carreres 2014; Laviosa 2014; Carreres and Noriega Sánchez 2018).

Regarding translation in Spanish as second language teaching, there is a study developed by Colina & Lafford (2017) arguing for translation as a fifth skill in EFL and for its incorporation in Spanish as second language curriculum. They consider that translation will enhance students' abilities to address more complex and difficult language learning situations. Pym, Malmkjaer & Gutierrez-Colon Plana (2013) point out that one of the most frequent reasons why translation is considered 'detrimental to language learning', it is that the teacher had not 'considered translation seriously'. This study, analysed country by country, shows that a great number of teachers in Croatia and Spain had not 'considered translation seriously'. Contrariwise, teachers most in agreement with the 'fifth skill' were those in France, Germany and United Kingdom. China, France, Finland and the United States agree with 'bring the skills together'.

In conclusion, teachers have generally accepted that translation as a 'fifth skill' that contributes to progress in the other language skills, and indeed to the development of intercultural competence.

Below we will face how intercultural communicative competence and translation are represented in the Compulsory Secondary Education syllabus in EFL.

3.6.1 Spanish Syllabus

The Organic Law for the Education Improvement (*Ley Orgánica para la Mejora de la Educación*- LOMCE), introduces the curriculum in Primary education, Compulsory Secondary Education, and Baccalaureate, and the curriculum in basic vocational training and develops the key competencies.

The Key Competences are based on a European Commission document on 21st century competencies. These Key Competencies or skills for innovation, in the Spanish Educational System, are listed and described through the order

ECD/65/2015, 21st of January, (Orden ECD/65/2015, de 21 de enero). These competences are as follows:

- Competence in linguistic communication.
- Competence in mathematics, science and technology.
- Digital competence.
- Learning to learn.
- Social and civic competences.
- Sense of initiative and entrepreneurship.
- Cultural awareness and expression.

Royal Decree 1105/2014 of December 26th establishes the basic curriculum of Compulsory Secondary Education and Baccalaureate. First foreign language learning it is specified within this document and it is stated that learning a foreign language integrates several knowledge, skills and attitudes from an intercultural profile.

It also points out that Social and civic competences, and cultural awareness and expression, both integrated in immediate environment, and those of increasingly wide-ranging fields of activity, are part of the skills that comprise the intercultural competence integrated in learning foreign languages.

The Spanish curriculum states that all subject areas should contribute to the development of as many key competencies as possible, although, some competencies will be more relevant than others to specific areas of study. The most obvious competence related to the teaching of EFL is the Linguistic Competence. Other competencies can be clearly developed through the teaching of English. Although all of key competencies are related with the intercultural aspect, the more significant are the Social and civic competence and Cultural awareness and expression competence.

This curriculum is also embodied in La Rioja Decree 19/2015, of the 12th of June and establishes the curriculum for Compulsory Secondary Education and certain aspects of its organization regulations, as well as the evaluation, promotion and qualification of the students of the Autonomous Community of La Rioja. This Decree considers foreign languages teaching: both by the common citizenship aimed by the European Union, as well as by the arrival of immigrant population with other languages and customs. The intercommunication and the

attitude of opening to different realities acquired by the knowledge of foreign languages, is an incentive to learn and influences on the new citizens' feelings towards the host community as well as their interest and respect for the features of other nations and languages. At the same time, that feeling of appreciation, along with access to Spanish that the administrations must put at their disposal, will be of enormous value to foster the integration in Spain of those who come, from the respect to our legal framework and to the values of democracy and freedom.

Translation is not listed as a language skill in the official curricula approved by the Spanish government. Some English as a Foreign Language (EFL) textbooks at Secondary Education nevertheless include translation activities, particularly for mistake-correction exercises. The European Framework for Key Competences for Lifelong Learning (2006) does mention 'mediation' but not 'translation'. Translation is thus present, albeit not as a skill, activity or method in itself.

In the review of literature, we have found many studies in relation to the importance of intercultural competence development in English classrooms and some recent studies focused on the use of translation as a resource that benefits EFL learning. Nevertheless, there is a scarcity of studies which connect the development of intercultural competence with the use of translation. Similarly, intercultural competence is not explicitly established as a key competence in the Secondary Education curriculum of English teaching in Spain, but it can be deduced from others. Besides, translation is not included as a skill and teachers still think that does not enhance EFL. Therefore, in this context and with the aim of compiling an innovative proposal in EFL in high school classrooms, we have presented a series of translation activities to experiment with to foster intercultural competence.

4. INNOVATION PROJECT: Developing Intercultural Competence Through the Use of Translation in Secondary Education

4.1. Proposal of application in the classroom

4.1.1 Justification

The development of intercultural communicative competence that encompasses both linguistic and intercultural knowledge and skills is a challenge for EFL teachers. This competence will help students to develop themselves as individuals and the teacher will act as a guide to achieve this goal. Bearing in mind that translation is intrinsically related to the concept of intercultural competence, this project aims at designing a didactic proposal based on fostering intercultural communicative competence by means of diverse translation tasks. Thus, we will introduce some activities for teachers and curriculum designers to use translation creatively and effectively in order to develop intercultural communicative competence.

Moreover, the contents are related with those of the different content blocks of the 3rd CSE and it is aimed to attain objectives and competences included in Spanish Royal Decree 11054/2014 26 December and La Rioja Decree 19/2015 12 June.

The main aim of this project is to implement different activities in which translation may be part of the EFL class in order to develop intercultural competence. Translation is a different activity whereby students can compare different ways to know different words and structures so they learn the language consciously.

In addition, as the Common European Framework of Reference for Languages (CEFR) claims, little by little translation is increasingly being included in foreign language lessons. As stated in the literature review, translation can bring many benefits to the learning of a language for students and can be a very useful tool for communication. Therefore, using translation in the EFL classroom will augment the learning possibilities of the pupils in the foreign language lessons.

Then, a didactic proposal, entitled "Translation Week", is developed distributed in four sessions as a complementary lesson plan in English as a foreign language (EFL) classroom. Some activities will be carried out to experiment not only with possible uses of translation in classroom but also with different types of translation.

We will first present the didactic objectives planned to be achieved with these activities, as well as the context of a hypothetical classroom to implement the lesson plan. Timing of the activities along the school year and methodology follows. Finally, the key competences together with the design of the sessions and activities and their assessment are presented.

4.1.2 Contextualisation

This innovative project has been devised for a group of 3rd Compulsory Secondary Education (ESO) in a high school in Logroño (La Rioja). The class is composed of eighteen students, nine boys and nine girls. Students' proficiency level ranges from A2 to B1. Three of the students stand out for having a higher level than the rest of the class. In general, they tend to obtain average grades with some cases of failure.

Some of the students have difficulty in learning English as a foreign language but they are hard-working and strive to pass the subject. Other learners, on the other hand, have skills to pass the subject but do not make enough effort.

This group consists of 18 students, it is quite heterogeneous and with different student profiles. In general, they have a level appropriate for their age. The students belong to a lower-middle class like the average student in the High School.-Within the group, we find 4 students who have repeated a school year, some of whom are taking advantage of the opportunity to try to pass the course and others who are not taking advantage of it. We can also find students of different nationalities: Bulgarian, Pakistani, Dominican without any problems with the language or integration with their peers.

4.1.3 Timing

This lesson plan is included in the third term of the year and is divided into four lessons of 50 minutes each. It will be carried out after having finished the exams of the English subject, as an extension week. In some cases, the exercises will be more advanced than they usually are for their level. The majority of the lessons except for the first one will take place in the IT classroom. The distribution of the week is represented in the table 1 below:

Table 1. Timing

TRANSLATION WEEK	
LEVEL: 3 RD CSE (ESO)	TIMING: 4 SESSIONS
First Session	Interpreting
Second Session	Translating
Third Session	Songwriting
Fourth Session	Dubbing

The lesson plan will be implemented just before the summer holidays. We believe that teaching these activities before holidays is quite beneficial because students can experiment a different reality from what they know and moreover, because in many schools, just before the holidays they have already finished with the ordinary schedule.

4.1.4 Didactic Objectives

The didactic objectives of this innovation project are set out in the following table (see Table 2). These objectives are developed in order to achieve the main objective of this didactic proposal that is the development of intercultural competence through translation in Secondary Education. Both the innovation project and their objectives have been designed according to Cook (2010), Leonardi (2010), Pintado (2012), Pym (2013) and Laviosa (2014) who have recently supported the implementation of pedagogical translation in English learning.

DIDACTIC OBJECTIVES	
<ul style="list-style-type: none"> • To develop intercultural communicative competence. • To promote the use of translation to complete the different assigned tasks. • To motivate and make students aware of the idea that actions count in the evolution of society. • To awaken social conscience in the students. • To develop cooperative skills and use them to complete the tasks. • To foster the students' autonomy in the learning process. • To promote the digital competence of students. • To perform a dubbing of an extract of a film. • To compare and reflect upon the L1 and the L2. • To use creativity to design an interview. • To learn new vocabulary. • To understand specific information from oral and written texts. • To recognize the speaker's intentions in oral messages. • To produce well-organized narrative texts 	

Table 2. Didactic Objectives.

The learning objectives address at the development of the four skills considered in the Curriculum (listening, speaking, reading and writing) are the following (see Table 3):

Objectives according to LANGUAGE SKILLS	
<u>LISTENING AND SPEAKING</u>	
<ul style="list-style-type: none"> • To exchange information with their partners in class and presenting it to them. • To listen to their classmates and to the teacher. • To listen to videos and songs and to record an extract of a TV show (series). • To interact with their classmates and the teacher to discuss and share information • To know and internalize strategies to improve oral expression. 	
<u>READING AND WRITING</u>	
<ul style="list-style-type: none"> • To read a text in a comprehensive and autonomous way. • To read an authentic real English text. • To read information about different celebrities who do charity work. • To understand specific information from written texts. 	

Table 3. Objectives according to language skills.

4.1.5 Competences

The acquisition of the seven key competences, skills which remain in pupils after leaving secondary education and which prepare them to face the situations of their daily life, are included in this didactic proposal:

- Linguistic communication competence. (CLC)
- Mathematical competence and basic competences in science and technology. (MCST)
- Digital competence. (DC)
- Learning to learn. (LLC)
- Social and civic competences. (SCC)
- Sense of initiative and entrepreneurial spirit. (SIE)
- Awareness and cultural expressions. (ACE)

For this innovative project, taking into account the objective of developing the intercultural communicative competence, the acquisition of the following competences is highlighted:

- **Competence in linguistic communication (CLC).** This competence aims for students to be able to use it to understand other speakers and to communicate with them in real situations. To this end, real (or slightly adapted) materials will be used to motivate the student in his or her appreciation of the subject and to promote first and foremost the acquisition of the language by rewarding communicative efforts and avoiding straightforward corrections that may create insecurities in the student.

- **Social and civic competences (SCC)** include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

- **Awareness and cultural expressions (ACE)** will be achieved by working on knowledge of a historical, environmental or heritage access to the cultural expressions that make up the cultural heritage of the countries where the foreign language is spoken.

The competencies developed in each activity are shown in tables 4, 5, 6 and 7.

Once we have detailed the main competences developed in this project, we will focus on the methodology used on it.

4.1.6 Methodology

My method will try to be adapted to the characteristics of the students to favour the capacity to learn on their own and work as a team fostering creativity and dynamism and will integrate resources of information, technologies and communications in learning. This lesson plan is focused on task-based learning as a means of allowing the students to develop intercultural communicative competence through the implementation of translation within different tasks.

This lesson plan is based on the development of critical thought, cooperative work and participation among students. The methodology that I am going to use in this lesson plan is an eclectic one, as I have not used an only method during the development of this lesson plan.

The method most used within this lesson plan is the communicative approach, in which language is considered a means of communication and interaction between members of a community. The goal is to develop students' communicative competence. My role as a teacher is guiding and helping the learners.

In order to reach the previous objectives and contents, this lesson plan has as one of its main aims to make the students feel engaged and close to translation. For this reason, the activities included in it have been real authentic materials in English: news, newspapers, TV show clip, literary texts, songs and role-play discussions

Therefore, these tasks may develop in students the main objectives making them enjoy the learning process.

This innovation project has been designed with the main purpose of showing the potential of pedagogical translation and integrating it as an effective methodological tool which complements and reinforces foreign language teaching.

The implementation of the proposed activities implies an extension and adaptation of the methodology and contents applied in the English classroom.

This lesson plan will be an extension of programmed didactic units and it will introduce specific complementary contents compatible with the rest of the linguistic skills.

English language taught at these levels, as mentioned above, must be adapted to the needs of the pupils. In this respect, we have designed a set of translation and interpreting activities that can be integrated into the 3rd year of Secondary Education Language class so as to strengthen the development of intercultural competence.

4.1.7 Sessions and activities

As mentioned above, this translation week will be carried out as an extension at the end of the school year.

TRANSLATION WEEK- SESSION 1- “Interpreting”

Activity 1- LITERATE TRANSLATION

An introductory activity will be carried out as a game to introduce translation to the students. This game will consist of projecting the names of some well-known characters and locations in the English-speaking world. The teacher will pronounce them aloud and pupils will repeat them so that they can practice pronunciation. Students will copy the names in their notebook and then try to translate these names into Spanish, their mother tongue in most cases.

Finally, the results will be corrected aloud. Several words are likely to be unfamiliar and somewhat difficult for them in English but with the teacher and their classmates' help they will be able to complete the literal translations.

I have chosen names of celebrities or places in the Anglo-Saxon world so that they will get to know another part of the culture of these English-speaking countries.

The main objective is to introduce them to translation through a literal translation exercise and new vocabulary. Besides that, it must be made clear to them that in real life proper names are not usually translated literally and that this is just a funny icebreaker game.

During this activity, students will be able to practice various skills, such as writing, reading or even listening.

Activity 2- INTERPRETER INTERVIEW ROLEPLAY

The second activity will be a role-play exercise. The students will be able to put themselves in the shoes of an interviewer, an interviewee and an interpreter. To do this, they must work in groups of three members as they choose. This activity will be divided in several phases and will be developed in the IT room.

In the first phase of the activity, students should search the Internet for information about a famous person involved in charity projects. In order to carry out the search, they will be provided with a link to information about charities and NGOs, as well as international celebrities who participate with them but they can also search on any other website or choose a relevant person they would like to represent. They will have to choose one of the celebrity they like the most.

Some of the links provided could be:

- <https://www.insider.com/charitable-celebrities-2018-3>
- <http://www.theangiefund.com/10-famous-footballers-who-are-engaged-in-charity/>
- [42 Celebrities Who Started Charity Foundations](#)
- <https://www.serudsindia.org/5-hollywood-celebrities-whose-charity-work-will-shock/The 25 most charitable celebrities who have changed people's lives>

The second part of this activity will consist of, firstly, distributing the roles of an interviewer, an interviewee and an interpreter, which will then be rotated.

Afterwards, they will develop a short interview: the interviewer will only be able to ask questions in Spanish, ask the questions about how to inspire people for the charity work and encourage them to think about the welfare of the society, whereas the interviewee will only be able to answer in English and, finally, the interpreter will act as mediator and interpret from Spanish to English for the interviewee and from English to English for the interviewers. In this way, the interpreter will act as a liaison between his or her peers and will be able, at least for a few minutes, to put himself or herself in the role of an interpreter and be able to translate from both languages. Thus, all the members of the group will be able to put themselves in all the roles: practicing English speaking, getting to know information about a relevant person, carrying out a real interview and performing the work of an interpreter.

This activity will be useful for the students since they will be able to put into practice many different facets:

- Gather information about one or several Anglo-Saxon celebrities who carry out solidarity work, as well as get to know social organizations and charities.
- Know the literary genre of the interview and be able to develop one in their mother tongue, Spanish, from information in English.
- Develop oral skills in English.
- Be interpreters for a while and try to translate directly and inversely from English to Spanish and vice versa.

Table 4 (p. 35) illustrates this session.

TRANSLATION WEEK- SESSION 2- “Translating”

Once students are familiarized with translation they will be facing text translation.

Activity 1- FALSE FRIENDS

As a beginning for the second session an exercise of false friends will be carried out. The teacher will show on the board words which are very similar in English and Spanish but they, in fact, convey different meanings, i.e. false friends. For this reason, the teacher will conveniently explain what false friends are and how their Spanish equivalent is not what it appears to be.

The teacher will, then, utter the different false friends and the students will repeat them. Learners will copy the words and try to discover their true Spanish translation. Some words will be easier and others more complex for them. Finally, they will share their answers aloud and the teacher will show them the answers.

The main objective of this exercise is that students will learn new vocabulary, what false friends and they will be able to pronounce them properly. They will also foster creativity by asking each other about these words.

Table 5 (p. 36) illustrates this explanation.

Activity 2- Translation of texts

Learner groups work on translating different sections of a text, and then regroup to connect together their parts into a full text, with suitable connecting language (see Appendix 1).

In order to be able to continue introducing translation practice in the classroom it is required for them to know the translation of some text typologies, in this case literary translation. The students will work in groups of three members and will be given a fragment of an authentic English literary text. They will be given either a fragment of Bridget Jones or Harry Potter, two well-known youth novels from the English-speaking world. Each group will translate the extract from L2 English to L1 Spanish, and will ask all questions concerning vocabulary or grammar to the teacher. When they finish all the groups will try to put each piece of the text in order and when they have all fixed the different parts of the text, they will discuss with the teacher their Spanish versions so that they are more coherent.

The objective of this activity is to familiarize them with literary translation and how it is possible to try to translate some structures and words into Spanish. In addition, they will be able to learn structures and new vocabulary in English and its equivalence in Spanish. On top of that, they will deal with authentic English novels written for young people.

Table 5 (p. 36) summarizes this description.

TRANSLATION WEEK-SESSION 3- “Songwriting”

After dealing with the translation of different text typologies, students will experiment songwriting using translation and creativity.

Activity 1- NEWSPAPER

In the third session, Students will be given a newspaper clipping or part of a current article in L1, i.e. Spanish from any newspaper. In pairs or groups, they will read these excerpts and underline what they consider most interesting. Afterwards, they will comment and discuss the news in English. They should state their opinions about the news, if they already knew something about the subject of that piece of information or its main agents.

The aim of this activity is to raise students' awareness of the current situation in Spain, as well as to know some newspapers in Spanish and to practice oral expression in the L2.

Activity 2- Song

The second activity of this third session will focus on music. The teacher will hand in some sheets with John Lennon's famous song *Imagine* with some gaps

to fill in. This song, composed by Lennon in 1971, expresses his hope of creating a better world (Appendix 2).

They will be asked about John Lennon, The Beatles or the song, in order to put them in the background of the activity they are going to do. The song will be played twice and students will have to fill in the gaps to complete the song.

Once the song is corrected, students will work in groups of six students and will have to translate the song into Spanish and use their creativity to turn it into a song in Spanish with a similar meaning. Each group will sing their song in front of the whole class and the winning song will be decided and awarded with a small prize for the corresponding group.

Using pop songs in the classroom is a common activity. They are an enjoyable alternative to the traditional listening comprehension and they are also useful to teach new vocabulary. The goal is for them to know a mythical song by John Lennon, practice listening comprehension and also try to translate a song into their mother tongue trying to maintain the meaning but following, as much as possible, the metrics of the song. Table 6 (p.37) explains this session in detail.

TRANSLATION WEEK- SESSION 4- “Dubbing”

Once students are familiar with translation, they will face dubbing. Students will watch and dub an episode from the popular series ‘Friends’ to finish the “Translation week” because it can be appealing, motivating and funny for them.

Activity- Dubbing

Teacher shows students a clip of a popular TV show “Friends” and tell them they have been commissioned to dub it into Spanish. They will work in groups of six members. Students can work on translating the script and taking on the roles of the actors and dubbing with TV sound off.

1: Pre-watching

Teachers will explain students what is dubbing, the tasks they will have to accomplish and some questions about TV series they watch.

2: While-watching

Teacher will show on the blackboard a short clip of the TV show ‘Friends’ The video “*Phoebe Speaks French*” may be found in the following link (in this case with subtitles instead of dubbing).

<https://www.youtube.com/watch?v=ZAd-JjLg0i4>

The video lasts about 1 minute, after they have watched the video they can ask questions or doubts.

3. Task: Dubbing a film

Students work in groups of six members. Teacher gives them the script of the video in English and they should define the roles they will be interpreting and translate it to Spanish.

Students work in groups and discuss how they would translate it into Spanish. They can use the Internet for information about structures, vocabulary, idioms, etc. that they find difficult.

Once they have prepared their dubbing in a written paper, they perform the script with sound of the clip of in front of their classmates making sure that the sentences match with the speed of the speech and the lips movement. The teacher and the students listen to and assess how the other groups did.

Finally, if there's enough time they will have to record it. For a detailed account of this session, see Table 7 (p. 38).

Table 4. TRANSLATION WEEK Session 1 (50 minutes) “Interpreting”

S T E P S	A I M S	ACTIVITIES & TASKS	TIMING (50 min.)	INTERACTION PATTERNS	SKILLS BLOCK	KEY COMPETENCES	LEARNING STANDARDS
Literal translation	To introduce students translation in EFL lessons by translating popular names.	Teacher shows on the blackboard some proper names in English of important people, things or places, then she/he reads aloud. Students write down each name and try to translate it literally to Spanish. Finally, teacher shows the answers on the blackboard.	15 min.	Teacher/ Students	BLOCK 4/ BLOCK 3 Writing/ Reading	CLC CLL SCC ACE	EA4.3. Write notes, announcements and short text messages
Interpreter Interview Role-play I	To know outstanding people in our society.	Students work in groups of three members, they should search the Internet for information of an inspiring important celebrities who work for social causes: singer, football player, politician etc.	10 min	Students	BLOCK 3 Reading	CLC DC CLL SCC ACE SIE MCST	EA3.6. Understand essential specific information on Web pages and other reference materials or consultation clearly structured on various topics, as long as you can reread the difficult sections. EA3.5. Capture the main ideas of short journalistic texts
Interpreter Interview Role-play II	To review and consolidate all the grammar and vocabulary studied. To practice speaking and experience what it would be to be an interpreter.	One members of the group play the role of interviewer and ask the questions only in Spanish, one of them is the interviewee and plays the role of the celebrity chosen speaking only in English. Finally, the other student left is the interpreter and tries to translate their answers and questions.	25 min	Students	BLOCK 1 /BLOCK 2 Listening/ Speaking	CLC CLL SCS ACE SIE	EA1.3. Identify the general meaning and main points of a formal or informal conversation between two or more interlocutors that takes place in their presence, and the speech is articulated clearly, EA2.4. Take part in interview exchanging enough information, expressing your ideas

Table 5. TRANSLATION WEEK Session 2 (50 minutes) “Translating”

S T E P S	A I M S	ACTIVITIES & TASKS	TIMING (50 min.)	INTERACTION PATTERNS	SKILLS BLOCK	KEY COMPETENCES	LEARNING STANDARDS
False friends	To know some words in English may look very similar to others in Spanish but have different meanings.	Teacher shows on the blackboard some English false friend words. Students write down each word and try to guess their translation in Spanish. Finally, teacher and students discuss the answers.	15 min.	Teacher/ Students	BLOCK4/ BLOCK3 Writing/ Reading	CLC CLL ACE	EA3.2. Understand the main points of advertising and magazines or Internet advertising material formulated simply and clear, and related with matters of interest, in the personal, academic and occupational fields.
Translate a real English text I	To read real English texts and translate as good as possible to Spanish.	Students work in groups of three members. Each group should try to translate to Spanish an extract from an original text of British literature.	10 min	Students	BLOCK 3 Reading/	CLC CLL SCC ACE	EA3.7. Understand the essential readings for young people of short, well-structured fiction stories and get an idea of the character of the different characters. their
Translate a real English text II	To work as group and realized the coherence and cohesion.	The whole group put in order the text and read it complete trying to make a coherent text in Spanish.	25 min	Students	BLOCK 4 /BLOCK 2 Writing / Speaking	CLC SCC ACE	EA2.4. Take part in a formal conversation of an academic nature, exchanging enough information.

Table 6. TRANSLATION WEEK Session 3 (50 minutes) “Songwriting”

S T E P S	A I M S	ACTIVITIES & TASKS	TIMING (50 min.)	INTERACTION PATTERNS	SKILLS BLOCK	KEY COMPETENCES	LEARNING STANDARDS
Newspapers	To practice oral skills and to keep up to date with news.	Students work in groups of five members. Teacher gives them an extract from a newspaper article in Spanish. In groups, they should speak about that news in English.	15 min.	Students	BLOCK 3 /BLOCK 2 Reading/ Speaking	CLC SCC ACE	EA3.5. Capture the main ideas of short journalistic texts in any way EA2.4. Take part in a formal conversation, exchanging sufficient information.
Translate a song I	To listen to a popular pop song.	Students listen twice to the popular song ‘Imagine’ and they have to complete the gaps. The answers are checked aloud	15 min	Students	BLOCK 1 Listening	CLC DC SCC ACE	Use audiovisual resources to strengthen the knowledge acquired in the lesson.
Translate a song II	To be creative and translate a song keeping the meaning.	Students work in groups and try to translate to Spanish the song and create another one with the same meaning. At the end, each one of the groups sings each song. The best one will win a little price.	20 min	Students	BLOCK 3 /BLOCK 4 /BLOCK 2 Reading/ Writing/Speaking	CLC CLL SCC ACE SIE	Participate in cooperative projects (projects, presentations, etc.) and expose them to the class

Table 7. TRANSLATION WEEK Session 4 (50 minutes) “Dubbing”

S T E P S	A I M S	ACTIVITIES & TASKS	TIMING (50 min.)	INTERACTION PATTERNS	SKILLS BLOCK	KEY COMPETENCES	LEARNING STANDARDS
Dubbing I	To watch a clip of a TV show.	Students watch two or three times a short clip of a TV show in English with English subtitles.	10 min.	Teacher/ Students	BLOCK1 Listening	CLC DC ACE	EA1.7. It identifies the essential information of television programs of their interest, articulated slowly and clearly (series, TV), when the images help. Listen to informal conversations related to sociocultural and inter-curricular topics.
Dubbing II	To translate a script of a TV show and to work as a team.	Students work in groups of six members. Teacher gives them the script in English and they should define the roles they will be interpreting and translate it to Spanish.	20 min	Students	BLOCK 4 Writing	CLC DC SCC ACE.	Participate in cooperative projects (projects, presentations, etc.) and explain them to the class.
Dubbing III	To know what it would be like to be a dubber and how difficult is to translate a TV show.	Each group in front of the class dub the clip with sound off in Spanish reading the script they have translated. Finally, they will have to record it.	20 min	Students	BLOCK 3 /BLOCK 2 Reading/ Speaking	CLC DC SCC ACE SIE.	Participate in cooperative projects (projects, presentations, etc.) and explain them to the class.

4.1.8 Assessment

The assessment of these tasks will not be part of the final grade of the subject as they are extension exercises. To assess students' work, the teacher will observe how their students respond to these exercises related to translation. This observation will enable the teacher to examine the developing of the translation tasks, teamwork cooperation, acquisition of new knowledge about the Anglo-Saxon culture, dubbing activities, IT skills, consolidation of grammar and vocabulary studied along the year, etc.

Students will answer a questionnaire with open and close questions on what they have learnt from the translation and the activities carried out. A Likert-scale 1-5 will be used to account for close questions.

SELF-ASSESSMENT 'TRANSLATION WEEK'	1	2	3	4	5
1. I have enjoyed doing translation activities.					
2. I am able to play different roles.					
3. I sometimes consciously translate from Spanish into English when I speak or write in English.					
4. I have learned socio-cultural content with these activities.					
5. I would like to include this type of activities related to translation in the daily English lessons.					
6. Which activity have you found the most interesting?					
7. Which activity have you found the funniest?					
8. Which activity have you found the easiest?					
9. Which activity have you found the most difficult?					
10. Do you think you have been benefited from this translation week? Why?					

Table 8. Self-assessment.

5. DISCUSSION

An educational model is required to foster interculturality, tolerance and respect. In order to develop intercultural competence through education, the English as a foreign language subject is perfect due to its flexibility and transversality. Interculturality aims to promote an approach between cultures and take advantage of the cultural richness of each culture, to promote respect for all cultures is important since it will help them to value and respect all cultures equally.

As future teachers, we must contribute to the creation of a better, fairer, more tolerant and open society. Teachers should have an open-minded view and avoid passing stereotypes on through the hidden curriculum.

From my point of view, translation could be recognized as a means of developing intercultural competence and this recognition could open new and significant opportunities for an educational approach on translation.

On top of that, according to the *Common European Framework of Reference for Languages* (2001), translation is a useful skill for communication. That is why I have proposed the use of translation as a tool to develop intercultural competence in students of 3rd Compulsory Secondary Education.

Foreign language teaching, and especially English, is generally considered to entail the development of intercultural communicative competence. However, translation has not been given enough importance in the present times because there is an outdated idea of the translation concept and a lack of knowledge on how to use this tool in a classroom. It is thought that translating is only reading a text and rewriting it in another language, but it actually covers many different fields and can be carried out in many other ways.

In the literature review and the theoretical framework, we have been able to examine different studies which deal with translation and intercultural competence. Some of them concern the beneficial effects of translation in language education (Cook 2010), others show translation as a tool to connect languages and cultures (OLK 2009; Cook 2012), and we have even checked studies defending pedagogical translation as a useful tool for students' learning process according to Leonardi (2010) Canga-Alonso & Rubio- Goitia (2016) and Laviosa (2014). The present innovation proposal intends to put into practice the theories studied and expected to achieve the objectives set.

In this innovation project, we have designed a proposal of activities that have in common the use of translation for the development of intercultural competence for a student body in the 3rd year of Secondary Education. The purpose of this design has been to highlight the benefits that translation can offer to the classroom. The use of these activities turns out to be a very useful resource to show students another application different from the one defended by more traditional methods.

Although these activities have been focused as extension activities, it has been observed that they are suitable for 3rd CSE curriculum and that they offer an updated view of translation and interpreting, and therefore, they could be used in the development of any lesson plan as new alternatives. The implementation of these activities means to stimulate the development of intercultural communicative competence in the student body, not only a cultural and multicultural model is proposed, but also an approach that stimulates the development of our students with regard to more human aspects. Teachers are essential to guide and to intervene in the classroom as well as to offer them dynamic and open activities with materials: texts, videos, songs, etc., authentic in most cases and appropriate to their academic levels and motivations.

It can be said that due to the study of the existing literature on this subject and the proposed innovation project, the specific objectives set at the beginning of the work have been achieved.

However, due to time constraints, it has not been possible to continue researching and putting into practice the didactic proposal. In order to continue with this research, I would like to be able to put the didactic proposal into practice with a class of 3rd CSE students and to observe if the translation activities designed are appropriate and a useful resource and an interesting way of working with the foreign language. In this way, it would be possible to check the results and to continue designing this type of teaching strategies.

6. CONCLUSION

The use of translation as a didactic tool in 3rd CSE English classroom can be a rewarding, entertaining activity that develops intercultural competence and can also bring benefits in the learning of English as a foreign language and in the mastery of the student's mother tongue.

This study concludes that translation can make students know deeply a foreign language and its culture behind, as well as appreciate languages as means of communication and put different countries and cultural values closer to them. In addition, they are able to be in contact with translation and interpreting, getting to know these concepts and introducing them to dubbing or interviewing.

Further research and innovation in this field is needed, as studies are still scarce. Hence, this project could be implemented with a group of students but in several 3rd grade English classrooms in different schools with different characteristics to check whether the proposed activities are effective and respond to the objectives and needs of the students for which they have been designed. We will also try to foster student's self-reflection as at the end of the session, the students would be asked their opinion and objections about it, carrying out a questionnaire with Google Forms.

Eventually, we would like to come to an end considering the need to continue studying this field and expecting regulations show support to intercultural competence development and pedagogical translation and they should be also included in the training of foreign language teachers.

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8. APPENDIX

Appendix 1

CHAPTER ONE

The Boy Who Lived

GROUP 1

Mr and Mrs Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such nonsense.

Mr Dursley was the director of a firm called Grunnings, which made drills. He was a big, beefy man with hardly any neck, although he did have a very large moustache. Mrs Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbours. The Dursleys had a small son called Dudley and in their opinion there was no finer boy anywhere.

GROUP 2

The Dursleys had everything they wanted, but they also had a secret, and their greatest fear was that somebody would discover it. They didn't think they could bear it if anyone found out about the Potters. Mrs Potter was Mrs Dursley's sister, but they hadn't met for several years; in fact, Mrs Dursley pretended she didn't have a sister, because her sister and her good-for-nothing husband were as un-Dursleyish as it was possible to be. The Dursleys shuddered to think what the neighbours would say if the Potters arrived in the street. The Dursleys knew that the Potters had a small son, too, but they had never even seen him. This boy was another good reason for keeping the Potters away; they didn't want Dudley mixing with a child like that.

GROUP 3

When Mr and Mrs Dursley woke up on the dull, grey Tuesday our story starts, there was nothing about the cloudy sky outside to suggest that strange and mysterious things would soon be happening all over the country. Mr Dursley hummed as he picked out his most boring tie for work and Mrs Dursley gossiped away happily as she wrestled a screaming Dudley into his high chair.

None of them noticed a large tawny owl flutter past the window.

At half past eight, Mr Dursley picked up his briefcase, pecked Mrs Dursley on the cheek and tried to kiss Dudley goodbye but missed, because Dudley was now having a tantrum and throwing his cereal at the walls. 'Little tyke,' chortled Mr Dursley as he left the house. He got into his car and backed out of number four's drive.

GROUP 4

It was on the corner of the street that he noticed the first sign of something peculiar – a cat reading a map. For a second, Mr Dursley didn't realise what he had seen – then he jerked his head around to look again. There was a tabby cat standing on the corner of Privet Drive, but there wasn't a map in sight. What could he have been thinking of? It must have been a trick of the light. Mr Dursley blinked and stared at the cat. It stared back. As Mr Dursley drove around the corner and up the road, he watched the cat in his mirror. It was now reading the sign that said Privet Drive – no, looking at the sign; cats couldn't read maps or signs. Mr Dursley gave himself a little shake and put the cat out of his mind. As he drove towards town he thought of nothing except a large order of drills he was hoping to get that day.

But on the edge of town, drills were driven out of his mind by something else. As he sat in the usual morning traffic jam, he couldn't help noticing that there seemed to be a lot of strangely dressed people about. People in cloaks. Mr Dursley couldn't bear people who dressed in funny clothes – the get-ups you saw on young people! He supposed this was some stupid new fashion. He drummed his fingers on the steering wheel and his eyes fell on a huddle of these weirdos standing quite close by. They were whispering excitedly together. Mr Dursley was enraged to see that a couple of them weren't young at all; why, that man had to be older than he was, and wearing an emerald-green cloak! The nerve of him! But then it struck Mr Dursley that this was probably some silly stunt – these people were obviously collecting for something ... yes, that would be it. The traffic moved on, and a few minutes later, Mr Dursley arrived in the Grunnings car park, his mind back on drills.

GROUP 6

Mr Dursley always sat with his back to the window in his office on the ninth floor. If he hadn't, he might have found it harder to concentrate on drills that morning. He didn't see the owls swooping past in broad daylight, though people down in the street did; they pointed and gazed open-mouthed as owl after owl sped overhead. Most of them had never seen an owl even at night-time. Mr Dursley, however, had a perfectly normal, owl-free morning. He yelled at five different people. He made several important telephone calls and shouted a bit more. He was in a very good mood until lunchtime, when he thought he'd stretch his legs and walk across the road to buy himself a bun from the baker's opposite

Appendix 2

IMAGINE by John Lennon

<https://www.youtube.com/watch?v=L7IP4UIXvG8>

(UNICEF: World Version)

Imagine there's no heaven
It's easy if you _____
No hell below us
Above us only _____

Imagine all the people
Living for today

Imagine there's no _____
It isn't hard to do
Nothing to kill or die for
And no _____ too

Imagine all the people
Living life in peace

You may say I'm a dreamer
But I'm not the only one
I hope some day you'll _____ us
And the world will be as one

Imagine no possessions
I wonder if you can
No need for greed or _____
A brotherhood of man
Imagine all the people
Sharing all the world

You may say I'm a dreamer
But I'm not the only one
I hope some day you'll _____ us
And the world will live as one